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J. O'Keefe

j.okeefe@st-clares.manchester.sch.uk

**"Guided by Jesus Christ, our teacher, we journey together, learning to dream, believe and achieve"**

**SEND Policy**

**2023 -2024**

Approved by the Governing Body.

Signed by: Chair of Governors

Date:

Date of Next Review: autumn annually

**SENDco:** Mrs Joanne O’Keefe

**SEND Governor:** Sue Kane

**Appointments can be made via the school office:** 0161 740 4993 **or by emailing the SENDco directly:** [j.okeefe@st-clares.manchester.sch.uk](mailto:j.okeefe@st-clares.manchester.sch.uk)

*In September 2023:*

*19.1% of pupils at St. Clare’s are listed as SEND. This compares to a national average of 16.1% and a Manchester average of 17.6%*

*5.1% of pupils have an EHCP. This compares to a national average of 2.5% and a Manchester average of 3.1%*

**The aims of this policy are:**

* Make sure our school fully implements national legislation and guidance regarding pupils with SEND
* To set out how our school will:
* Support and make provision for pupils with special educational needs and disabilities
* Provide pupils with SEND access to all aspects of school life, so they can engage in the activities of the school alongside pupils who do not have SEND
* Help pupils with SEND fulfil their aspirations and achieve their best
* Help pupils with SEND become confident individuals living fulfilling lives
* Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
* Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
* Make sure the SEND policy is understood and implemented consistently by all staff

**Vision and values:**

* We will provide all pupils with access to a broad and balanced curriculum.
* We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
* We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.
* We will request, monitor and respond to parents/carers and pupils’ views in order to evidence high levels of confidence and partnership
* We will ensure support for pupils with medical conditions so they are fully inclusive in all school activities through consultation with health and social care professionals
* We will provide reasonable adjustments to enable all children to have full access to all elements of the school curriculum
* We will work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

***It is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice.***

**Legislation and Guidance:**

This policy is based on the following statutory legislation:

[Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it

The [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook), which sets out governors responsibilities for pupils with SEND

The [School Admissions Code](https://www.gov.uk/government/publications/school-admissions-code--2), which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

**Inclusion and equal opportunities:**

At St. Clare’s we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

**Definitions:**

**Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

A significantly greater difficulty in learning than most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

**The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

| Area of need | Description of Need |
| --- | --- |
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.  A wide range of needs are grouped in this area, including:  Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia  Moderate learning difficulties  Severe learning difficulties  Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:  Mental health difficulties such as anxiety, depression or an eating disorder  Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder  Suffered adverse childhood experiences  These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  Pupils may have:  A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment  A physical impairment  These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

**Roles and Responsibilities:**

**Responsibility for the teaching of pupils with special educational needs remains the responsibility of the class teacher as set out in the teacher standards**.

**The SENDCO for St. Clare’s is:** Mrs. Joanne O’Keefe

Email: [j.okeefe@st-clares.manchester.sch.uk](mailto:j.okeefe@st-clares.manchester.sch.uk)

Telephone: 0161 740 4993

**The SENDco will:**

* Inform any parents that their child may have SEN and then liaise with them about the pupil’s needs and any provision made
* Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
* Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
* Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
* Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
* Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
* When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil’s SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
* Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Make sure the school keeps its records of all pupils with SEND up to date and accurate
* With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
* With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
* Prepare and review information for inclusion in the school’s SEN information report and any updates to this policy
* With the headteacher and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
* Update the website to ensure there is accurate and relevant information to support parents of pupils with SEND [SEN Webpage](https://www.st-clares.manchester.sch.uk/parents/sen)

**The governing board will:**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

* Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
* Do all it can to make sure that every pupil with SEND gets the support they need
* Make sure that pupils with SEND engage in the activities of the school alongside pupils who don’t have SEND
* Inform parents when the school is making special educational provision for their child
* Make sure that the school has arrangements in place to support any pupils with medical conditions
* Provide access to a broad and balanced curriculum
* Have a clear approach to identifying and responding to SEND
* Provide an annual report for parents on their child’s progress
* Record accurately and keep up to date the provision made for pupils with SEND
* Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
* Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school’s accessibility plans
* Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
* Determine their approach to using their resources to support the progress of pupils with SEND

**The SEND link governor:**

The SEND link governor is: **Sue Kane**

The SEND governor will:

* Help to raise awareness of SEND issues at governing board meetings
* Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
* Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

**The Headteacher will:**

* Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
* Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
* Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils
* Make sure that the SENCO has enough time to carry out their duties
* Have an overview of the needs of the current cohort of pupils on the SEND register
* Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
* With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
* With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
* With the SENCO and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

**Class teachers:** Each class teacher is responsible for:

* Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
* The progress and development of every pupil in their class
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
* Working with the SENCO to review each pupil’s progress and development, and decide on any changes to provision
* Ensuring they follow this SEND policy and the SEN information report
* Teacher will ensure SEND pupils within their class are supported to access the curriculum in the following ways:
* Activities may be adapted for individual pupils.
* Additional scaffolding for SEND pupils may be given e.g. writing frames.
* Resources are used to support their learning and independence e.g. word banks, concrete math’s equipment, visual resources.
* Pupils given opportunities to pre teach new learning and vocabulary.
* Pupils may be given bespoke resources to support their learning and independence e.g. laptop, iPad, specialist equipment.
* Teachers have a responsibility to ensure they follow this SEND policy.
* Teachers have a responsibility to ensure they know which pupils in their class are on the SEN List and who receive external agency support.
* Teachers have a responsibility to maintain an SEN file for their class reflecting this information for each individual child and copies of all relevant IEPs.
* Teachers are responsible for writing individual IEPs for pupils who require SEN support and those with an EHCP.
* Teachers have a responsibility to ensure that these IEPs are reviewed with the parents (and child if appropriate) at least three times a year.
* Teachers have a responsibility to provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.
* Teachers have a responsibility to attend appropriate INSET and courses.
* Teachers have a responsibility to communicate with parents regularly to:
* Set clear outcomes and review progress towards them
* Discuss the activities and support that will help achieve the set outcomes
* Identify the responsibilities of the parent, the pupil and the school
* Listen to the parents’ concerns and agree their aspirations for the pupil

**Parents or carers:**

Parents or carers should inform the school if they have any concerns about their child’s progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil’s SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

Invited to termly meetings to review the provision that is in place for their child

Asked to provide information about the impact of SEN support outside school and any changes in the pupil’s needs

Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

Given an annual report on the pupil’s progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

**The pupil:**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

Explaining what their strengths and difficulties are

Contributing to setting targets or outcomes

Attending review meetings

Giving feedback on the effectiveness of interventions

The pupil’s views will be taken into account in making decisions that affect them, whenever possible.

SEN information report:

St. Clare’s publishes a SEN information report on our website [SEN Webpage](https://www.st-clares.manchester.sch.uk/parents/sen) , which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

**Our approach to SEND support:**

**Identifying pupils with SEND and assessing their needs**

We will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

In order to help children with special educational needs, St. Clare’s will adopt a graduated response, which is led and co-ordinated by the SENDCO working with and supporting individual practitioners in the setting as outlined in “The Code of Practice (2014)” [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN list with parental permission. The class teacher after discussion with the SENDCO will then provide additional interventions that are additional to those provided as part of the school’s differentiated curriculum and the child will be given individual learning targets (IEPs) which will be worked on regularly throughout the week. These targets will be monitored by the class teacher and teaching assistants in collaboration. The TA will review these with the young person and the Class teacher will review these formally with the parents and new targets will be set.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child’s previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**The following screening procedures are used to identify possible SEN**

Reception – On entry; all pupils are screen for possible S&L difficulties using WELCOMM

Year 3 – In December all pupils are screened for dyslexia and any pupil new to the school.

**Observation**

Teacher and TAs consult with the SENDco and Inclusion Lead if they notice students who may need specialist help during the school year. These concerns are logged on CPOMs for the SENDco or Inclusion Lead to respond.

A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

**Curriculum Support [Provision] is achieved by:**

* Identifying and assessing individual student's needs
* Reporting of students' needs to all members of school staff
* Providing an appropriate curriculum, taking into account
* National Curriculum
* Continuity and progression
* Delivering an appropriate curriculum, taking into account
* Suitable teaching materials
* Effective, differentiated teaching strategies
* A supportive learning environment
* Encouraging a positive self-image
* Providing learning support through
* Curriculum development
* Support teaching
* Bespoke training
* Interventions to support pupils with SEND. [SEN Webpage](https://www.st-clares.manchester.sch.uk/parents/sen)
* Using outside agencies where necessary and appropriate
* Monitoring individual progress and making revisions where necessary
* Ensuring that parents / carers understand the process and involving them in the support of their child’s learning
* Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process
* Teaching Assistants and teachers collaborate effectively
* Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures
* Provide training where necessary to improve the knowledge and skills of teachers/TAs to support learners with SEND

**Progress**

Pupil progress of all pupils is closely tracked throughout the year; interventions are pupils who fall behind or fail to make progress. When St. Clare’s identify a child as having SEN, parents will be informed and a graduated approach with four stages of action: assess, plan, do and review will be used. We will work in partnership with parents to establish the support the child needs.

**Assessment**

In identifying a child as needing SEN support, the practitioner, SENDCO and the child’s parents, will have carried out an analysis of the child’s needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or

no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents’ agreement.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better their previous rate of progress

Fails to close the attainment gap between them and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil’s area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil’s parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**If a pupil is joining the school, and:**

* Their previous setting has already identified that they have SEN
* They are known to external agencies
* They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

**Consulting and involving pupils and parents:**

St. Clare’s will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

Everyone develops a good understanding of the pupil’s areas of strength and difficulty

We take into account any concerns the parents have

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

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**The graduated approach to SEN support:**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

**Assess**

The pupil’s class teacher and the SENCO will carry out a clear analysis of the pupil’s needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil’s need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

**Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil’s needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on CPOMs and EduKey, and will be made accessible to relevant staff in the form of either a pupil passport / individual education plan / school-based support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

**Do**

The pupil’s class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil’s particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

**Review**

The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

The views of the parents and pupils

The level of progress the pupil has made towards their outcomes

The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil’s progress and development, and in consultation with the pupil and their parents.

**Levels of support**

**School-based SEN provision**

Pupils receiving SEN provision will be placed on the school’s SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil’s needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school’s notional SEND budget.

**On the census these pupils will be marked with the code K**.

**Education, health and care (EHC) plan**

Pupils who need more support than is available through the school’s school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school’s notional SEND budget, and from the LA (from the high-level needs funding block of the dedicated schools grant).

**On the census these pupils will be marked with the code E.**

**Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

Tracking pupils’ progress, including by using provision maps

Carrying out the review stage of the graduated approach in every cycle of SEN support

Using pupil questionnaires

Monitoring by the SENCO

Holding annual reviews for pupils with EHC plans

Getting feedback from the pupil and their parents

**Expertise and training of staff:**

The SENDco at St. Clare’s has over 20 years’ experience as a SENDco. Training will regularly be provided to teaching and support staff when training needs are identified. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school’s plan for continuous professional development.

**Links with external professional agencies**

We recognise that it won’t always be able to meet all the needs of every pupil, all of the time. Whenever necessary the school will work with external support services such as:

Speech and language therapists

Specialist teachers or support services

Educational psychologists

Occupational therapists, speech and language therapists or physiotherapists

General practitioners or pediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Children’s services

Local Specialist settings through the LA outreach services

**Complaints about SEND provision**

Where parents have concerns about our school’s SEND provision, they should first raise their concerns informally with the class teacher/SENDco in the first instance. We will endeavour to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

The majority of issues raised by parents, the community or pupils, are concerns rather than complaints. St Clare’s RC Primary School is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of formal complaints to a minimum and without needing formal procedures. [complaints procedure](https://www.st-clares.manchester.sch.uk/our-school/essential-information/complaints-procedure)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

To find out about disagreement resolution and mediation services in Manchester follow this link [disagreement resolution & mediation services](https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=aCdtxH6FcPw)

**Monitoring and evaluation arrangements**

* Evaluating the effectiveness of the policy
* We will evaluate how effective our SEND provision is with regards to:
* All staff’s awareness of pupils with SEND
* How early pupils are identified as having SEND
* Pupils’ progress and attainment once they have been identified as having SEND
* Whether pupils with SEND feel safe, valued and included in the school community
* Comments and feedback from pupils and their parents

**Monitoring the policy**

This policy will be reviewed and approved by the full governing body **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

**Links with other policies and documents**

This policy links to the following documents

* SEN information report [SEN Webpage](https://www.st-clares.manchester.sch.uk/parents/sen)
* The local offer [SEN Webpage](https://www.st-clares.manchester.sch.uk/parents/sen)
* Accessibility plan [Policies](https://www.st-clares.manchester.sch.uk/our-school/essential-information/policies)
* Behaviour policy [Policies](https://www.st-clares.manchester.sch.uk/our-school/essential-information/policies)
* Supporting pupils with medical conditions policy [Policies](https://www.st-clares.manchester.sch.uk/our-school/essential-information/policies)
* Attendance policy [Attendance](https://www.st-clares.manchester.sch.uk/our-school/attendance)
* Safeguarding / child protection policy [Policies](https://www.st-clares.manchester.sch.uk/our-school/essential-information/policies)
* Complaints policy [complaints procedure](https://www.st-clares.manchester.sch.uk/our-school/essential-information/complaints-procedure)